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ABSTRACT

This publication is an attempt to compile a listing of dissertations, government sponsored projects, books, and articles that have value for prospective and practicing community education administrators. With a few exceptions, only works that were published during the last decade are included in this annotated bibliography of 33 entries. (Author/MLF)

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COMMUNITY EDUCATION ADMINISTRATION

An Annotated Bibliography

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September, 1979

INTRODUCTION

This publication contains the results of a review of the literature dealing with Competency-Based Community Education Administration. A voluminous amount of material on community education was uncovered during the literature search, but the researcher decided that, with a few exceptions, only works which were published during the last decade should be included in this publication.

This publication, however, should not be construed to be an exclusive bibliography on the literature related to competency-based community education administration. It is an attempt to compile a listing of dissertations, government sponsored projects, books, and articles that have value for prospective and practicing community education administrators. In some instances the researcher has attempted to summarize what he considered some main points of focus in the publications reviewed. The researcher suggests, however, that the reader should obtain copies of the publication for the detailed consideration of their contents.

The researcher hopes that persons who discover additional material on competency-based community education administration will assist in expanding and updating this bibliography.

Reports, Monographs and Dissertations

Becker, W.E. A study of the leadership effectiveness of the Community School Director. Unpublished doctoral dissertation, University of Michigan, 1972.

The study was concerned with the leadership effectiveness of the Community School Director as perceived by groups of educators working within the same educational organization as the Community School Director. Five areas of determinants are outlined. Findings indicated a difference in how various people in work roles save the Community School Director. Conclusions showed, however, that all ratings were basically similar, indicating a common mode of perception.

Berridge, R.I. A survey of the opinions of community education leaders and community school directors regarding an intensive preparation program for community school directors. Unpublished doctoral dissertation, Michigan State University, 1969.

The purpose of this study was to obtain the opinions of a panel of experts and a nationwide sampling of community school directors to establish content areas which might constitute a base for intensive preparation programs for community school directors. Expert advice was considered essential for the study of contemporary preparation. Procedures and methods used as well as the findings of the study are listed.

Casale, J.L. An assessment of the community educator's tasks as perceived by community educators in Texas. Unpublished doctoral dissertation, Texas A.&M. University, 1977.

This study identified 69 tasks which were considered important by community educators in the performance of their jobs. The four highest rated tasks were: communication, leadership, coordinating and evaluation. The study suggests that future university training programs should be competency-based with an emphasis on doing and experiencing.

Collins, W.E. Components of administrative competency as determined by Tennessee superintendents, Knoxville, Tennessee. Unpublished doctoral dissertation, University of Tennessee, 1974.

The purpose of the study was to provide information regarding educational administrative competencies which could be applied to a variety of practical situations. The Delphi Technique was used to collect data. Competencies were then ranked according to their ascending order of importance and ability to utilize the probe material.

Foelber, H.L. The identification and ranking of important competencies required of effective community education directors. Unpublished doctoral dissertation, United States International University, 1976.

The purpose of this study was to identify and rank competencies perceived to be most important for effective community education directors. A listing of the competencies that were identified is provided in the study.

Grigsby, T.E. A study to develop a competency-based program for the preparation of community education personnel. Unpublished doctoral dissertation, Oregon State University, 1974.

The study has several objectives, the major one being the identification of the common professional competencies necessary for the development of competency-based program for the preparation of Community Education personnel. A listing of six educational services are provided as well as five areas unrelated to community education that has educational based preparatory programs. The study identified 56 competencies that were perceived by community educators as important in the performance of their jobs.

Hall, Burnis Jr. Competency-Based Training program for Local School-Community Councils. United States Office of Education Project Number G007804718, Wayne State University, 1978-79.

The primary purpose of this project was to identify competencies essential to the successful performance of a community council member and to plan, design, implement and evaluate a pilot training program derived from and linked to specified competencies. Thirty-five competency statements were identified and five training modules were developed (i.e., problem-solving, communication, evaluation parliamentary procedures and designing "backhome" workshops). Modules were tested in a 5-day workshop with community council leaders.

Johnson, W.D. Leadership Training Model for Community School Directors. Unpublished doctoral dissertation, Western Michigan University, 1973.

The Leadership Training Model identified in study consisted of three distinct levels. The first level introduces the entrant to the role of the community school director. During level two the applicant works under the direction of an experienced community school director. The primary emphasis in level three is on developing conceptual and technical skills. Each level is comprised of the following elements: competency level, functions, competencies skill-mix, training components, delivery agency and method of instruction.

Kliminski, G.C. A study of the skills of successful directors of community education in Michigan. Unpublished doctoral dissertation, Western Michigan University, 1974.

The purpose of this study was to determine if there were any significant differences between the technical, conceptual and human skills of successful Directors of Community Education compared to other Directors of Community Education throughout Michigan.

Miller, B.P. Report of the project to assess needed competencies in community education. United States Office of Education project number G007604339, Arizona State University and the Charles Steward Mott Foundation, 1976-77.

The primary purpose of this project was to identify competencies and task areas for the following roles: superintendent, principal, coordinator of community education and the building level director. In total, 20 major task areas and 98 competency statements were identified. From this work, the Ideal and Real Form of the Competency Rating Instrument was prepared and administered. The Quadrant Assessment Model (QAM) was used to prioritize competency statements and provide data for pre-service and in-service training needs.

Miller, B.P. Report of the project to assess needed competencies in community education. Tempe, Arizona State University, Southwest Regional Center for Community Education Development, 1977-78.

The purpose of this project was to test a procedure for assessing the on-the-job competency of administrators and supervisors of community education using sets of competency statements already generated and validated. The major findings are contained in a three volume report. Volume III explains how an individual or district could use the Quadrant Assessment Model (QAM) in assessing actual performance of competencies by role incumbents.

Mullarney, P.B. Community residents' perceptions of community leadership competencies in the Northeast: A six state survey of urban and rural communities. Storrs: University of Connecticut, Northeast Community Education Development Center, 1977.

This investigation was designed to provide baseline data describing community leadership competencies across urban and rural variables. The intent of this report is to review and discuss resultant baseline data in a format which serves as a guideline for curriculum specialist interested in developing academic and field oriented community leadership training experience. Nine groupings of leadership competencies are presented as they were identified by empirical analysis.

Zemlo, J.S. and Belcher, M.J. Leadership competency assessment for rural community education leaders. Gainesville: University of Florida, Center for Community Education, 1978.

The purpose of this project was to assess the leadership competencies need by community education leaders in the rural South and to develop a curriculum of teaching learning strategies for acquiring the identified competencies. A total of 24 leadership competencies were identified. The "ability to communicate effectively" and the "ability to gain acceptance within a rural community" were the most important competencies for implementing community education in the rural South.

Zemlo, J.S. A study of technical skills and components of technical skills inherent in the work of the community educator. Unpublished doctoral dissertation, Western Michigan University, 1977.

The purpose of this study was to identify and determine the relative importance of technical skills inherent in the role of the community educator. A second purpose was to determine if experience or preparation affected community educators' perceptions of the importance of technical skills. Community educators perceived all technical skills identified in this study as important to them in the performance of their jobs.

Books

Barton, G.E. Designing competency statements. Audio-Visual Instruction. February, 1972, 17 (2) 16-18.

Barton defines a competency statement as "an observable proficiency in which the criteria and conditions of acceptable student performance are measurable, specific and appropriate to the target population and the task." The author also suggests when, why and how competency statements should be used.

Berridge, R.I., Start, S.L. and West, P.T. Training the Community Educator: A case-study approach. Midland, Michigan, Pendell, 1977.

The book describes how to staff, coordinate, finance and evaluate a community education project. All of the above culminate into what a successful leader should know in order to develop a successful community education program.

Boles, H.W. and Seay, M.F. Community Education Leadership: A Theory. In M.F. Seay and Associates, Community Education: A Developing Concept. Midland, Michigan, Pendell, 1974.

A number of authors with experience in community education. Thoroughly examines current theory, leadership training organizational and administrative structure in community education. Community education as it relates to programming advisory councils, accountability, special education and the role of the university is discussed extensively.

Farquar, R.H. Preparatory programs in educational administration, 1954-74. In L. Cunningham, W.G. Hack, and R.O. Nystrand, Educational Administration: The Developing Decades. Berkeley, California: McCutchan, 1977.

This chapter describes the recent phenomena of administration as a self-conscious field of professional preparation. The author stdied university preparation programs during three separate chronological time periods. The chapter summarizes the trends and provides an interpretation of causes and effects of the studies findings. The chapter concludes with the statement that programs of the 70's lack the cohesiveness of those of the 60's.

Farquar, R.H. The social sciences in preparing educational leaders: An interpretive summary. In J. Culbertson, R. Farquar, B. Fogarty and M. Shibles (eds.), Social science content for preparing educational leaders. Columbus, Ohio: Charles E. Merrill, 1973.

This chapter presents the major concepts and modes of inquiry into the five social sciences (economics, anthropology, political science, social psychology and sociology)

Graff, Orin B. and Street, Calvin M. Improving Competence in Educational Administration. New York: Harper and Bros., 1956.

Competence is an improved modern term and can best be described as the right way of doing something. The book points out that since human knowledge is a growing thing, from time to time it must be redefined. Habits, assumptions and hypotheses play a big part in that definition as does one's individuality. The book illustrates how Philosophy, Application and Utilization play a part in any and all decisions. The best measurement still is how one handles a task in a work setting after formal training has taken place.

Griffiths, D.C. Preparation programs for administrators. In L.L. Cunningham, W.G. Hack, and R.O. Hystrand (Eds.) Educational Administration: The Developing Decades. Berkeley, Calif.: McCutchan, 1977.

This chapter describes the development of administrative training since 1954. Whereas the university was once the sole preparatory institution for administrators, currently several new ideas of preparation are being undertaken. The second part of the chapter discusses the social setting in which administrators must function and the role conflicts related to social settings.

Hemphill, John E., Griffiths, Daniel E., and Fredrickson, Norman. Administrative Performance and Personality. New York: Teachers College, Columbia University, 1962.

This book describes a study conducted on performance and personality as they relate to administration. Elementary principals in the United States public schools were the target groups. Two hundred and thirty-two elementary principals were exposed to two days of tests. Scores of principals are evaluated and future implication for university training programs are predicted.

Olsen, E.D. and Clark, P.A. Life Centering Education. Midland, Michigan: Pendell Publishing Company, 1977.

This book is a realistic, comprehensive history and critique of the community education movement. Utilization of all community resources is heavily stressed. It also describes the roles which school and community leaders can play in establishment of a workable curriculum.

Articles

Anderson, P.L., and Terrell, R.D. Are credentials necessary in advanced training of community school directors? Community Education Journal, 1975, 5 (3), 20-22. May-June.

The article points out that in some cases credentials can perpetuate a segregated system. Specialized training is what is most important. The article lists nine crucial issues that should be considered in the area of credentialing. The best way is to let each community define what credentials are best for their particular program.

Bell, C.R., and Margolis, F.H. Blending didactic and experiential learning methods. Training and Development Journal, 1978, 32 (8), 16-21. August.

This article defines and describes didactic and experimental learning. It explores such things as application of knowledge, how much uniformity and flexibility should be used. The authors point out that there are various traps and snares in both methods. In most instances, the human factor has the greatest bearing on effectiveness.

De Largy, P.F. The training essential to achieve community education goals. Community Education Journal, 1975, 5 (3), 33-34; 44. May-June.

The article describes a study that was done to determine how community education training relates to stated goals. The study identifies seventy-five goals that can be placed in eighteen general areas. An interesting note is that only three of the eighteen goals mention education and public schools. Some of the fundamental goals are leadership development, cooperation and coordination. A pre-test is listed.

Flores, E.Y. Initiating a college or university training program in community education. Community Education Journal, 1975, 5 (3), 38-40. May-June.

This article defines two fundamental goals for all university training programs: (1) All goals should coincide with school policy and be made clear from the outset; (2) Commitment should be specified in writing. A schematic model is shown and future recommendations are detailed at the end of the article.

Katz, R.L. Skills of an effective administrator. Business Review, 1955, 33 (1), 33-42. Jan.-Feb.

The article points out that performance depends on fundamental skills rather than personality traits. The article also lists and describes three skills that are necessary to be an effective administrator.

Katz, R.L. Skills of an effective administrator. Harvard Business Review, 1974, 52 (5), 90-102. Sept.-Oct.

This article's purpose is to suggest a more meaningful approach to selection and development of administrators. The journal describes a successful administrator and lists three interrelated necessary skills. The article is essentially a updated and modified version of a similar article written twenty years earlier.

Nan, Alfred C. The Intern Doctoral Program . . . Something practical in community education. Community Education Journal, 1975, 5 (3), 36-37. May-June.

The Intern Doctoral Program at Brigham Young University provides an opportunity for doctorate degree candidates to have supervised experiences in theory and research. Interested students must qualify according to BYU's standards (i.e., appropriate grade point, test scores, educational experience, observance of personal and moral conduct, and geographical accessibility). Areas of study are Community Education Administration, Educational Psychology, Secondary or Elementary Education. The program can be tailored to students' real life job goals and experiences.

Watt. L. and Lisicich, P.A. Community education training programs in colleges and universities: a study and summary. Community Education Journal, 1975, 5 (3), 12-15. May-June.

The article defines types and levels of training, what is relevant training, and identifies criteria for selecting applicants.

Weaver, D.C. Strategies for triaining community education leaders. Community Education Journal, 1975, 5 (3), 25-27. May-June.

The author believes that the primary role of the community educator is that of providing leadership and managing the community education program. In order to survive, however, the community educator must develop skills unique to a particular setting. The author also identifies five prime needs and goals for community education training programs.

Young, K.M. Training programs in community education: the simplicity of complexity. Community Education Journal, 1975, 5 (3), 41-44. May-June.

Most colleges either have inadequate training or no training at all in community education. Previous community education training programs were based on a crises model and there is a need for redefinition.